

**Dow & Willems, 2003**

## **School Library Media Program Evaluation**

Original document created by Leda Schubert (1999), Vermont Department of Education,  
lschubert@doe.state.vt.us Used/edited with permission

This document provides a framework for evaluating your library program. It should also help in guiding program planning, and help you decide if the pieces are in place for student success. Not all librarians will have resources in all of these areas, but the document can be tailored to your specific case, and priorities can be developed according to local needs. The library program is divided into four areas: access, use, collaboration, and professional development.

Each year, this evaluation should be utilized as a reflective learning activity involving the school librarian and school administrator. Be sure to include all three documents:

- your school's School Library Media Specialist job description;
- our School Librarians, Libraries, Technology and Instruction to Achieve Standards Planning Guide;
- our School library Media Specialist Evaluation form; and
- this School Library Media Program Evaluation form.

The results should be used for creating a multi-year plan that continues to support strong areas, address challenges, and anticipates future growth and program development.

Please feel free to elaborate under each question or explain specific practices as appropriate. It may be helpful in using this document to attach or refer to other policies and procedures.

### **Rating Scale:**

4= we excel in this area

3= we do this very well

2=we have begun addressing this area

1= we haven't begun work in this area

# Philosophy

It is crucial that a school library have a written philosophy consistent with the educational philosophy of the school and one that adheres to the principles of librarianship.

Philosophy	1	2	3	4
1. Does the library program have a mission statement in place that connects to the school's mission statement?  (If so, please attach it.)				
2. Are students using the library program as a means to achieve standards (see <i>Kansas Curricular Standards for Library Media. May 2001</i> )  (Attach examples.)				
3. Are program goals elaborated and periodically updated as necessary?  (Attach examples if helpful.)				

Notes:

Goals	1	2	3	4
4. Do benchmarks exist to measure the success of program goals?  (Attach examples.)				
5. Are benchmarks re-evaluated periodically to ensure currency?				
6. Is a broad constituency involved in the elaboration of program goals?				

Notes:

# Access

A successful school library-media program ensures that the entire school community has physical and intellectual access to information and ideas. There should be no restrictions on the use of library materials for students and staff. The library should be open and available before, during, and after school hours. Necessary library policies should be board approved. The collection and facility should support the program.

<b>Staffing</b>	1	2	3	4
7. Is there a sufficient number of professional staff to carry out the program?				
8. Is there sufficient support staff to ensure program effectiveness?				

Notes:

<b>Policies and Procedures</b>	1	2	3	4
9. Is there a selection policy that includes selection of electronic materials and an Internet Use Policy for students and staff?  Is it updated at least every five years?  Date of last update:				
10. Does the selection policy refer to ALA policies such as the Freedom to Read and the Library Bill of Rights?				
11. Are there are other policies as appropriate, such as circulation, confidentiality of records, copyright? Specify.				

Notes:

<b>Collection Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
12. Does the collection meet the basic needs of the school population?				
13. Are library materials organized for effective use and access using standard methods and accepted formats?				
14. Is the collection updated and weeded regularly?				
15. Is there a balanced collection with a wide range of views on controversial issues?				
16. Is there a variety of formats to support different learning styles?				
17. Are interlibrary loan and document delivery encouraged and supported for students and staff?				
18. Is there sufficient access to electronic information, remote databases, and emerging technologies to meet the information needs of students and staff?				

Notes:

<b>Budget</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
19. Is the budget sufficient to support the program?  (Attach most recent budget.)				
20. Does the budget include sufficient annual increases to allow for program expansion?				

Notes:

<b>Facility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
21. Does the library have sufficient space to carry out the program?				
22. Is there sufficient space for selection, processing, and circulation of materials?				
23. Is there sufficient room for access to information technologies?				
24. Are there adequate light and ventilation, as well as wiring for present and future needs?				
25. Are there appropriate furniture (for the school population) and sufficient seating?				
26. Is there appropriate space for large and small groups?				
27. Is there sufficient space for an expanding collection?				
28. Is the facility well-organized, inviting, and welcoming?				

Notes:

## Use

The most wonderful library is useless if unused. The library should be a warm and welcoming environment for all users. Examining curriculum, outreach and outputs should provide benchmarks for library programs.

<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
29. Are Vermont standards addressed through the library program?				
Does the library support the reading/writing program of the school?				
30. Is there a plan for integration of information literacy across the curriculum?				
31. Does the use of a flexible schedule* ensure				

use at point of need?				
32. Are resources current, adequate, and supportive of the school curriculum?				
33. Do users learn the ethical use of information technology (including respecting copyright, citation, online courtesies and protocols, etc.)				
34. Is the librarian involved in assessment of educational progress?				
35. Are students and staff ensured access to necessary information technology?				

\*flexible scheduling allows the use of the library media center at the point of need by individuals, groups, and/or classes through planning by the classroom teacher and library media specialist.

Notes:

<b>Outreach</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
36. Is there planning for community and after-hours use of library resources?				
37. Are there appropriate reading programs available to involve the broader community (e.g. Red Clover, Dorothy Canfield Fisher, other reading and discussion programs).				
38. Is the community welcome and encouraged to use the library resources?				

Notes:

# Collaboration

A successful school library-media program is totally integrated into the school and community.

<b>Integration</b>	1	2	3	4
39. Is there collaboration among the librarian, principal, and teachers to ensure that the program is fully integrated into the school curriculum?				
40. Is information literacy cooperatively planned and taught within the context of standards-based education?				
41. Does the librarian participate in curriculum development and information technology initiatives?				

Notes:

<b>Teaming</b>	1	2	3	4
42. Does the librarian serve as information consultant for the school, helping users make the best use of information?				
43. Do librarians and teachers work together to integrate new information technologies?				
44. Does the librarian plan with other school librarians within the district, within the region, and with the public librarian?				
45. Are there benchmarks in place to measure the success of cooperative endeavors?				

Notes:

# Professional Development and Support

Continued professional development is required for staff to maintain currency, skills and knowledge. Administrative support is crucial to program success.

<b>Support</b>	1	2	3	4
46. Does the principal actively support the media center?				
47. Is there a separate job description and evaluation form, developed cooperatively by the principal and librarian?				
48. Are there opportunities for the librarian to meet with administration, staff and the school board?				

Notes:

<b>Professional Development</b>	1	2	3	4
49. Does the librarian participate in local, state, and national professional organizations?				
50. Do Individual Professional Development Plans reflect goals for the program?				
51. Are sufficient professional days available for the librarian to meet with librarians within the district and to attend review sessions, conferences, workshops, and in-service activities?				
52. Does the librarian provide training for the staff around issues such as intellectual freedom and the ethical use of information technologies?				
53. Is the librarian able to take advantage of courses offered by colleges and universities to meet professional needs?				
54. Is the librarian committed to ongoing coursework in the fields of literacy, resource management, and information technology?				

Notes:



